



# Introduction to the Adult Education Pipeline Dashboard

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# Today's Presenters



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# Chancellor's Office Welcome



**Mayra Diaz**  
CAEP Program Lead Chancellor's  
Office

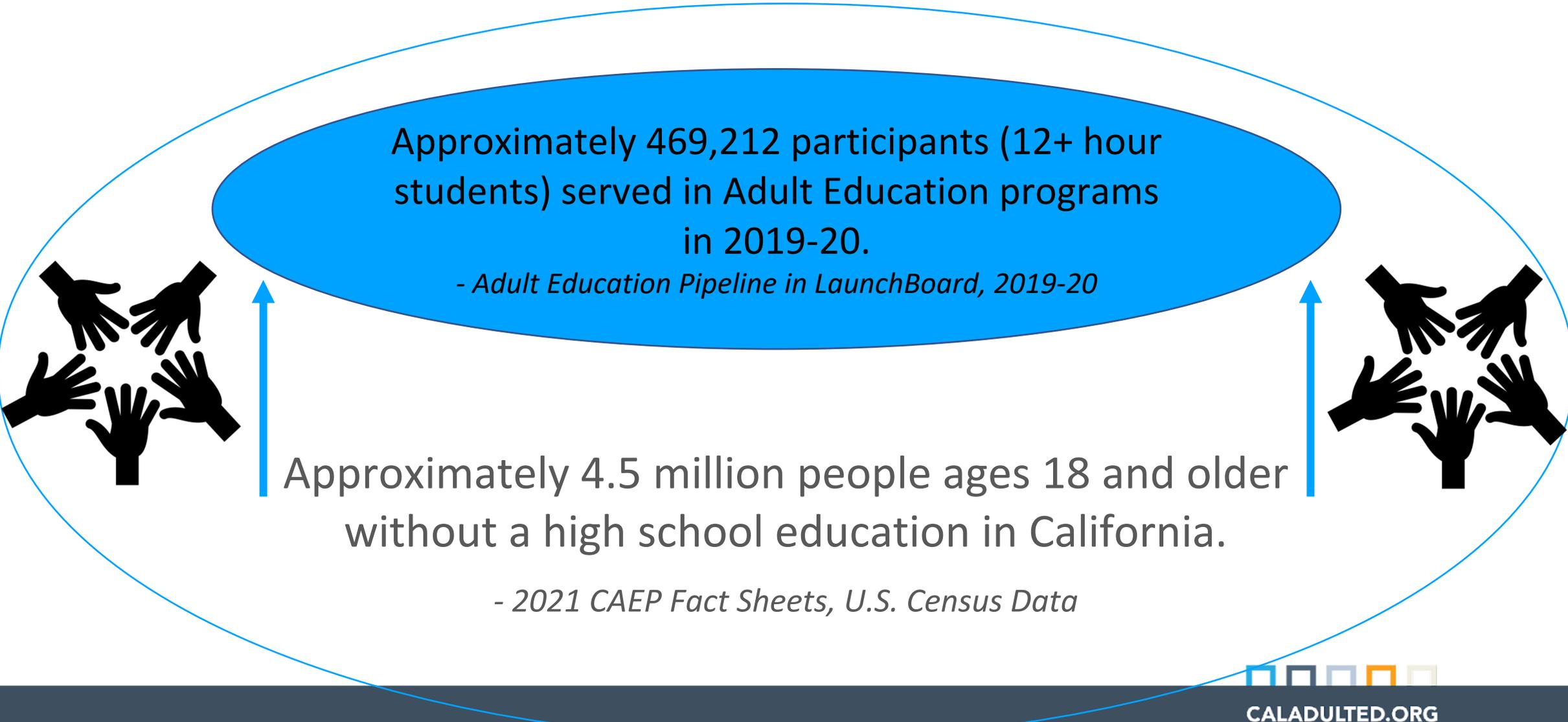


**Lindsay Williams**  
CAEP Program Assistant  
Chancellor's Office

# Today

- Introductions
- LaunchBoard Overview
- Adult Education Pipeline
- Key Terms
- Highlighted Dashboard Features
- Three-Year Planning Metrics
- What's coding got to do with it?
- Adult Education Pipeline Resources
- Live Demonstration

# Data That Inspires Us



Approximately 469,212 participants (12+ hour students) served in Adult Education programs in 2019-20.

*- Adult Education Pipeline in LaunchBoard, 2019-20*

Approximately 4.5 million people ages 18 and older without a high school education in California.

*- 2021 CAEP Fact Sheets, U.S. Census Data*

# Introductions

Type in the chat:

1. Name & Institution
2. A data point or thought that can inspire us to work together to support adult learners in reaching their goals





## Student Success Metrics

### Student Success Metrics

View student progression along various educational journeys, from recruitment to completion, transfer, and the workforce.

[Explore](#)



### College Pipeline

Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning.

[Explore](#)



### Adult Education Pipeline

Comprehensive, multi-level data on student demographics, enrollment, outcomes, types of services received, and employment using new adult education data and accountability metrics.

[Explore](#)



### Strong Workforce

Completion and employment data for examining long-term outcomes.

[Explore](#)



### K12 CTE Transition

Examine outcomes for high school CTE students after they enroll in community college.

[Explore](#)



### Guided Pathways

First-year momentum points for evaluating college redesign efforts.

[Explore](#)



### Resources

Access infographics, short videos, and guides to learn how to use LaunchBoard information to support educational improvement efforts.

[Explore](#)

# LaunchBoard

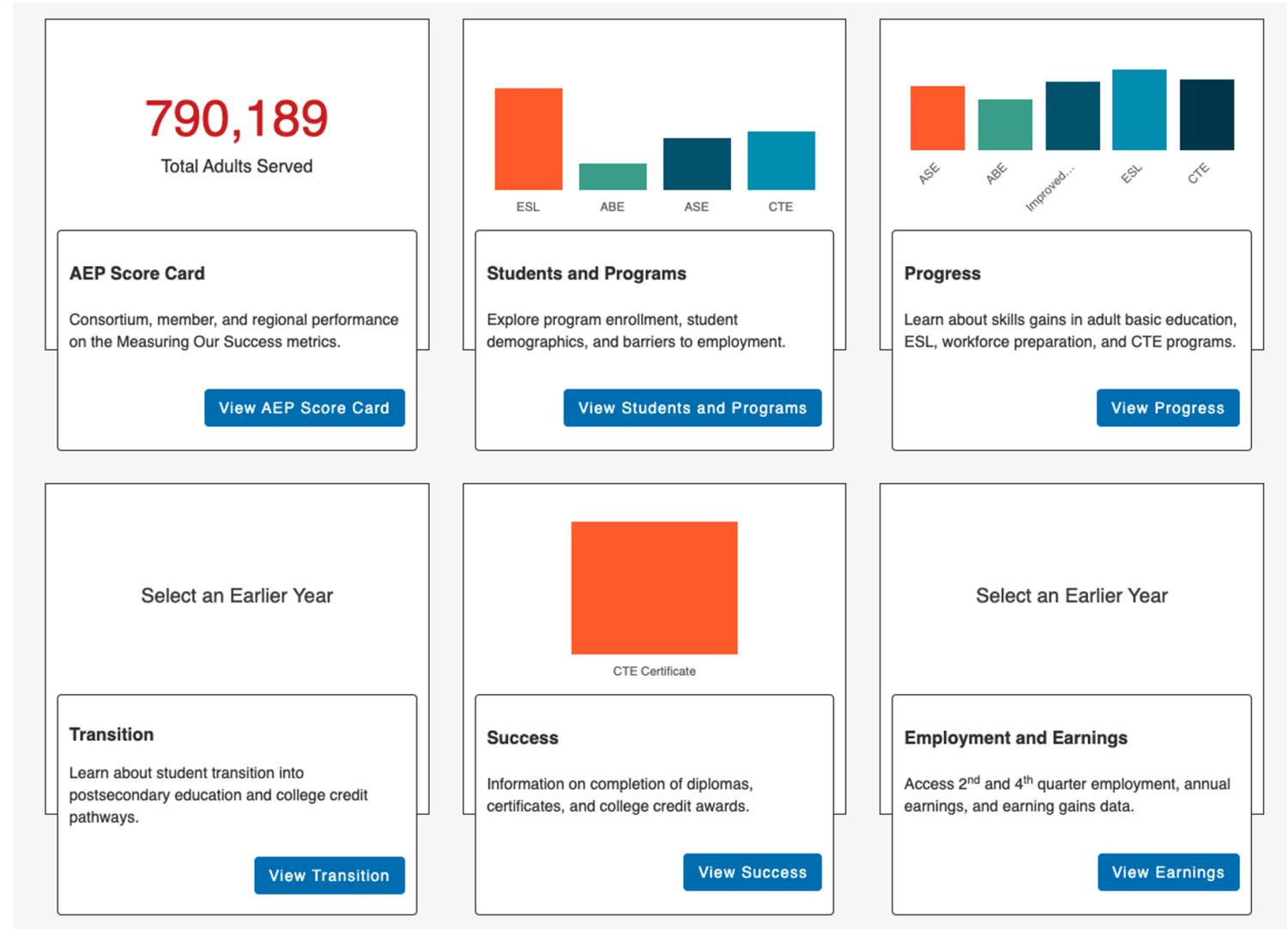
[www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx](http://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx)

LaunchBoard  
Development  
Team





# Adult Education Pipeline Dashboard





# Adult Education Pipeline: Purpose

- To improve educational practice and economic mobility for adult learners
- Used by consortia to develop and track progress on their three-year plans and annual updates submitted to the state
- To identify consortia who are struggling and may need technical assistance from the CAEP Technical Assistance Provider(s)



# Alignment with Vision for Success Goals

- Completion (associate degrees, credentials, certificates, and skill attainment)
- Transfer to UC or CSU
- Average number of units to associate degree completion
- Employment in field of study
- Reduce equity gaps across all of the above
- Reduce regional achievement gaps across all of the above



We compare it to local census data to help increase services and recruitment efforts.

We use the AEP Dashboard data to set a common understanding of our work. It brings all the pieces of the work from different members together. It offers a unified picture of what we are doing and what we should be doing.

The AEP helps us ask and explore questions.

Helps us identify gaps or areas to target

The drilldowns help us ask questions about who we are serving and who we should be serving.



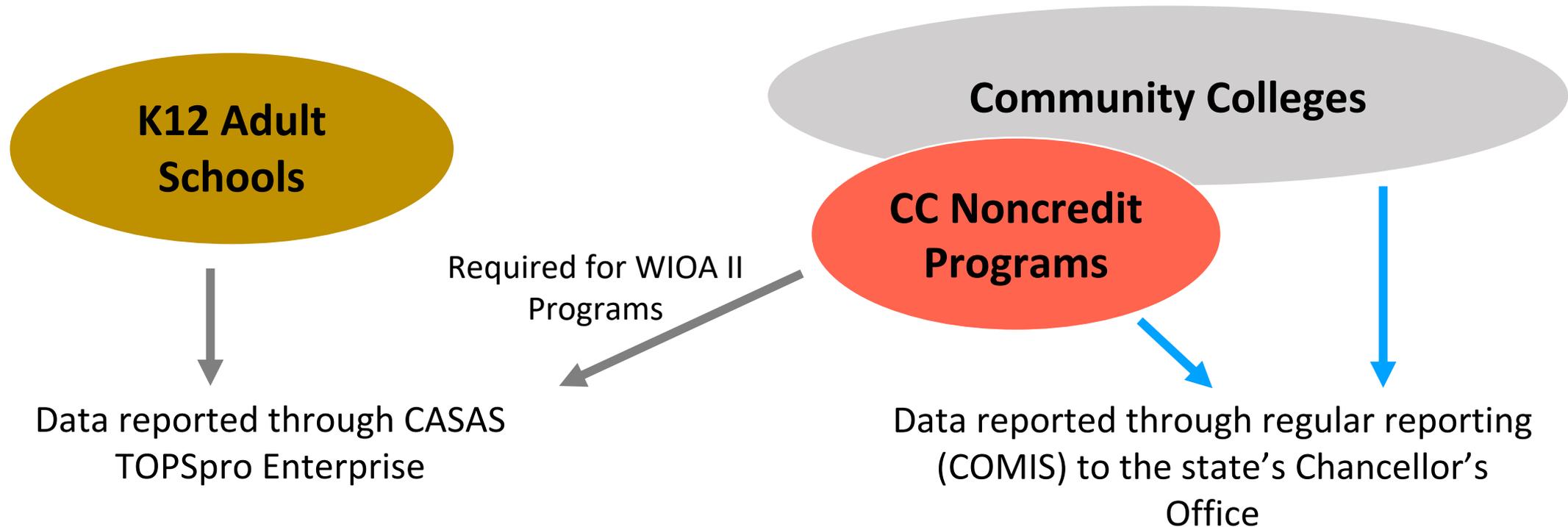
# Multiple Data Sources

Guided Pathways	Student Success Metrics	Strong Workforce Program	Community College Pipeline	Adult Education Pipeline
<p>Student and course term and annual data cut from the CCCCO MIS (as submitted by colleges)</p>				
<ul style="list-style-type: none"> <li>• Employment and earnings data from California Employment Development Department Unemployment Insurance (UI) file</li> <li>• Transfer outcomes from CSU/UC match and National Student Clearinghouse</li> </ul>				
<p>Employment outcomes from the CTE Outcomes Survey administered by SJRC</p>				
<p>CCCApply file for application data</p> <p>Labor market information from EMSI)</p> <p>Data from CASAS TOPspro Enterprise</p>				



# How Does CAEP Data Reporting Work?

## A Tale of Two Data Systems





# Updated Yearly: Why make changes?



ALIGN TO OTHER  
DASHBOARDS



FEEDBACK FROM  
THE FIELD

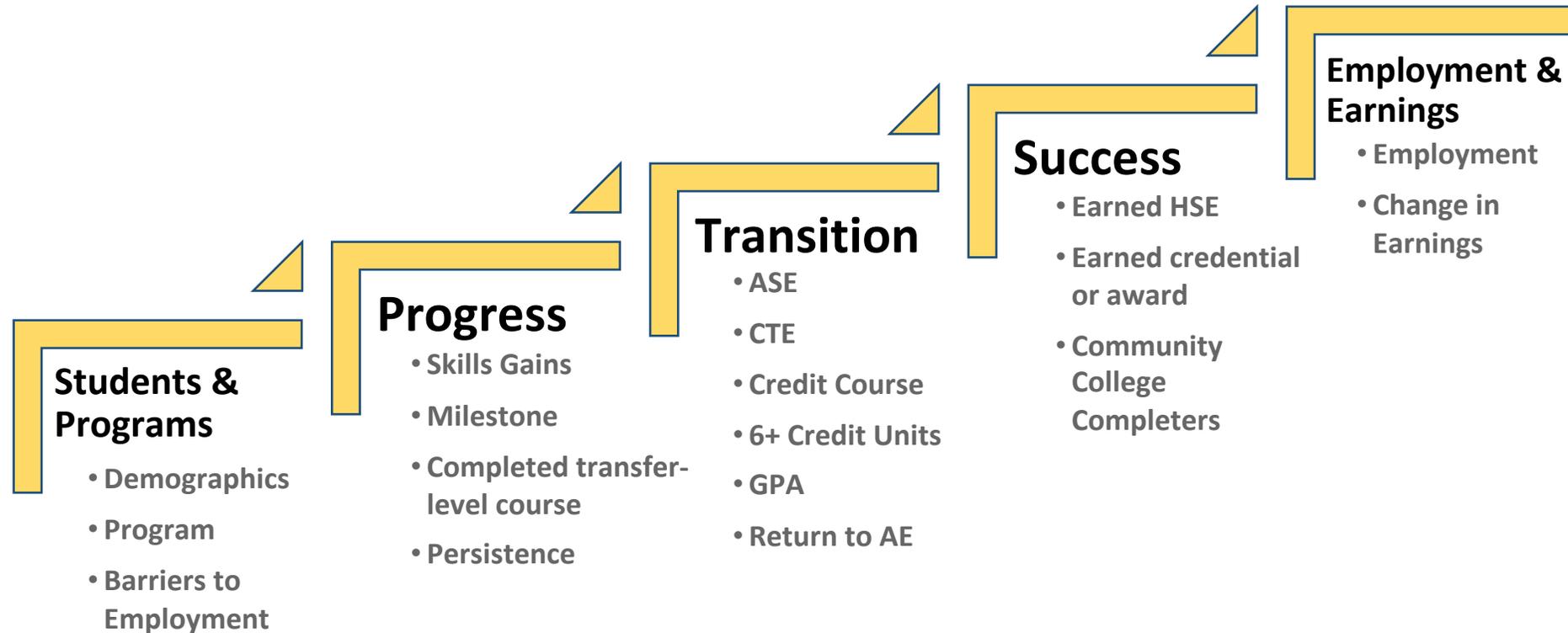


IDENTIFY A  
CODING ERROR



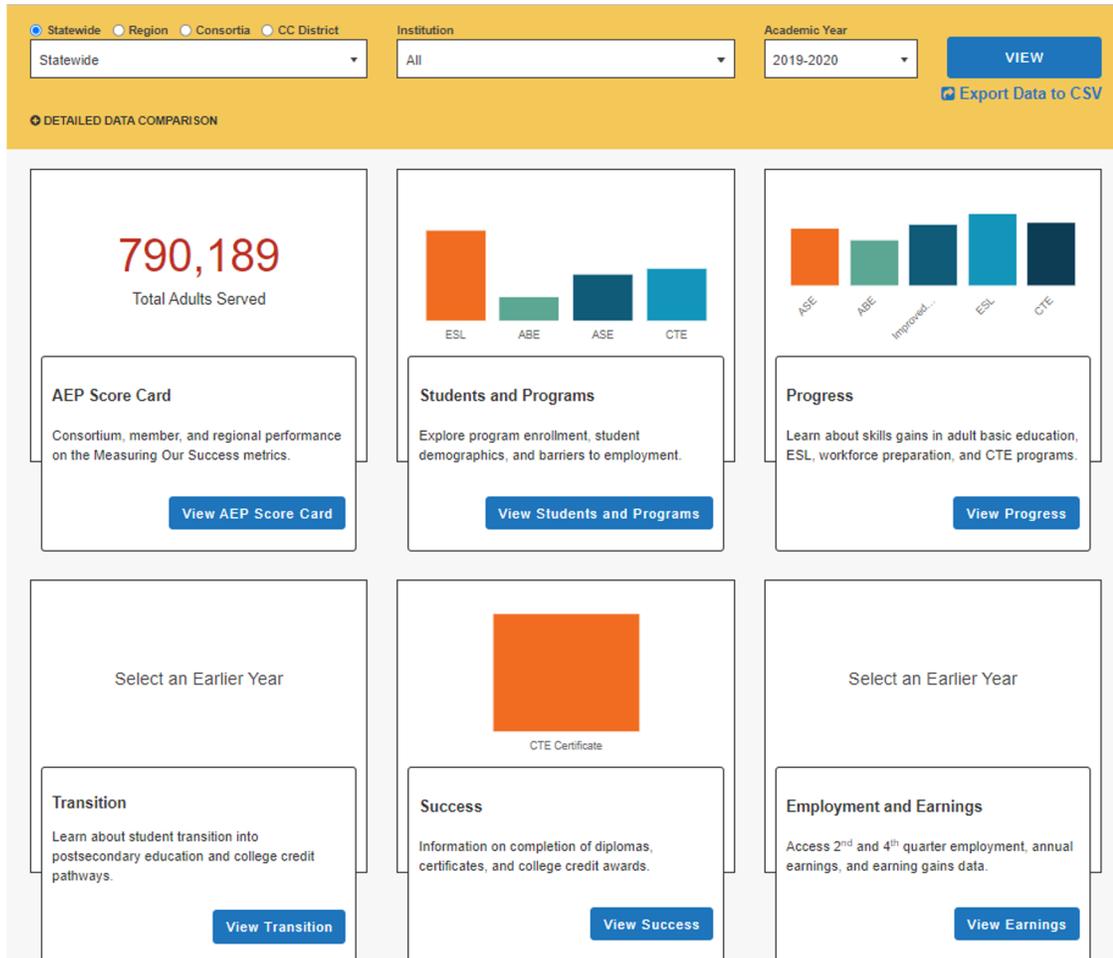
PRECISION OF  
DEFINITIONS

# Learner Journey



Key student progress metrics captured across Learner Journey  
*(no matter how long or short)*

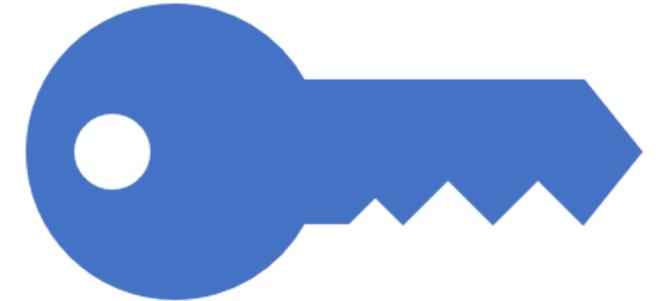
# AEP Dashboard Features



1. Visualize by region, consortium institution, and program year
2. Six high level live metrics on (tiles) organized by student momentum points
3. AEP Score Card with Measuring our Success reporting metrics
4. Summary infographic in each page focused on a key data point or question
5. Detailed data charts
6. Disaggregate by race/ethnicity, gender, age, program, and first time/continuing
7. Comparison view



# A Few Key Terms





# De-Duplication or Student Matching

- LaunchBoard dashboards use a **derived key (last, first, DOB, gender)** to identify unique students across multiple data sources.
- Students appear only once in the dashboard.





# Key Student Type Definitions

- **Reportable Individuals:**
  - 1 or more hours of instruction or positive attendance hours, and / or
  - Received services at a K12 adult school or noncredit services at a community college
- **Participants:**
  - Received 12+ hours of instruction or positive attendance hours in an adult education program area
  - Most used denominator (outcomes are only tracked for participants)
  - Cumulative across CAEP program areas
  - Across institutions

Note: Due to challenges noncredit community college institutions faced in reporting positive attendance hours in MIS for SX05 during Covid-19 impacted terms, the hour thresholds are not required for noncredit community college students to be counted as reportable individuals or participants in Spring 2020. During this timeframe, only an enrollment is required.

# CAEP Program Areas

- English as a Second Language (ESL)
- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- Career Technical Education (CTE)
  - Workforce Preparation
  - Pre-Apprenticeship
  - Short-term CTE
- Adults with Disabilities
- Training to Support Child School Success

Home  Summary **Detailed Data** 

## Students and Programs

### ^ Programs

Participants in English as a Second Language (ESL)

Participants in Adult Basic Education (ABE)

Participants in Adult Secondary Education (ASE)

Participants in Career and Technical Education (CTE)

CTE SUBPROGRAM: Participants in Workforce Preparation

CTE SUBPROGRAM: Participants in Pre-Apprenticeship Training Programs

CTE SUBPROGRAM: Participants in Short-Term CTE Training Programs

Participants in Programs for Adults with Disabilities

Adult Participants Training to Support Child School Success

# Denominator & Numerator

**Denominator:** The total number of students who can be identified in a metric (e.g., all students who identify as female and enrolled in ESL)

**Numerator:** The total number of students who MEET the criteria of the metric.

*Example: Educational Functioning Level*

- **Denominator:** Participants, Enrolled in ESL, ABE, or ASE programs
- **Numerator:** Denominator + Completed an EFL Level by Pre-test vs Post-test OR Course progression in the same program area



# Lagging Metric

*Example: Employment & Earnings*

Data provided for Launchboard	Data published to Launchboard	Student Exits	Data provided for Launchboard	Verification of non-enrollment	If no enrollment; seek data from Y1 UI wage files for employment 2 <sup>nd</sup> & 4 <sup>th</sup> Q after exit	Retroactively populate previous year's employment data and published in latest version of dashboard
Spring Y1	Spring Y1	Spring Y1	Spring Y2	Spring Y2	Spring Y2	Spring Y2





# Highlighted Dashboard Features



# How do I find my CAEP ScoreCard Metrics?

**Adult Education Pipeline: Overview**

Interested in how the data is calculated?  
See the Metric Definition Dictionary

Statewide
  Region
  Consortium
  CC District

Institution: All
 Academic Year: 2019-2020
 [VIEW](#)
[Export Data to CSV](#)

DETAILED DATA COMPARISON

790,189

Total Adults Served

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**AEP Score Card**

Consortium, member, and regional performance on the Measuring Our Success metrics.

[View AEP Score Card](#)

Students and Programs



[View Students and Programs](#)

Progress



[View Progress](#)

Select an Earlier Year

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**Transition**

Learn about student transition into postsecondary education and college credit pathways.

[View Transition](#)

Select an Earlier Year



CTE Certificate

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**Success**

Information on completion of diplomas, certificates, and college credit awards.

[View Success](#)

Select an Earlier Year

---

**Employment and Earnings**

Access 2<sup>nd</sup> and 4<sup>th</sup> quarter employment, annual earnings, and earning gains data.

[View Earnings](#)

Home Summary **Detailed Data**

The AEP Score Card provides a snapshot view of the metrics reported annually to the legislature for Adult Education in California.

DRILL DOWN  
Time Trend

- ✓ Total Reportable Individuals: 790,189

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- ✓ Students with 12+ Instructional Contact Hours (Participants): 469,212

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- ✓ Completed One or More Educational Functioning Levels : 114,696

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- ✓ Completed a Workforce Preparation Milestone: 45,318

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- ✓ Transition to Postsecondary: –

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- ✓ Participants Who Earned a Diploma, GED, or High School Equivalency: 14,682

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- ✓ Participants Who Completed a Postsecondary Credential: 34,863

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- ✓ Employment Two Quarters After Exit: –

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- ✓ Employment Four Quarters After Exit: –

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- ✓ Change in Earnings: \*

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- ✓ Median Annual Earnings : \*



# Setting Filters

The filters allow statewide, regional, consortium and institution level views and different program years.

## Adult Education Pipeline: Overview

Interested in how the data is calculated?  
See the Metric Definition Dictionary

Statewide  Region  Consortia  CC District

Statewide

Institution: All

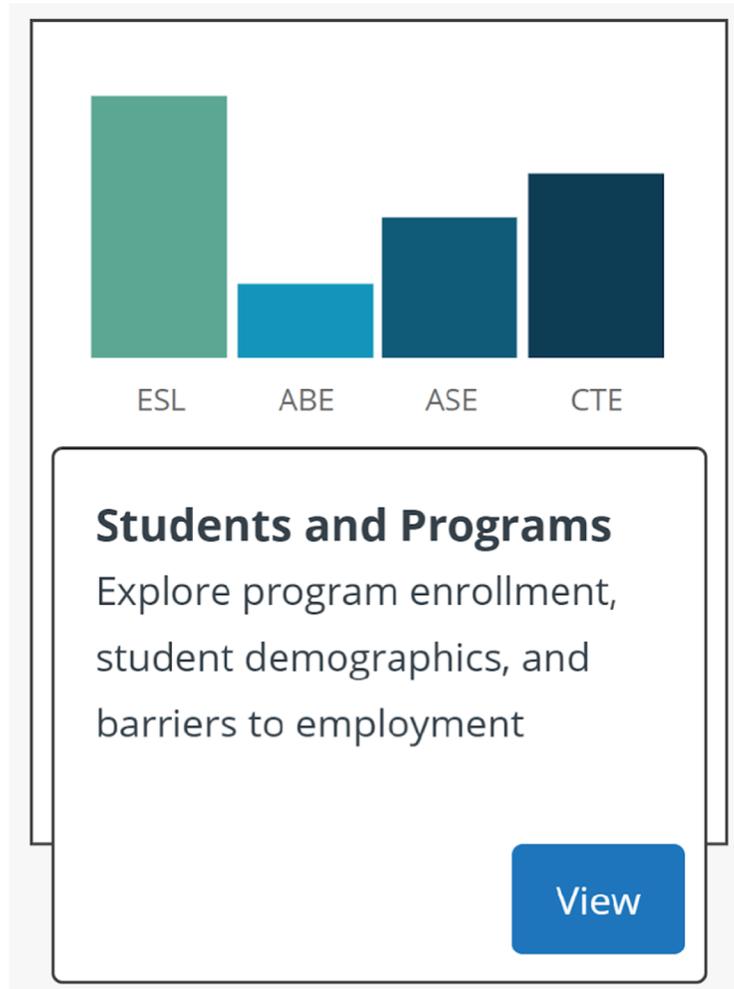
Academic Year: 2019-2020

2019-2020  
2018-2019  
2017-2018  
2016-2017

[VIEW](#)

[Export Data to CSV](#)

[+ DETAILED DATA COMPARISON](#)



## Data Tiles

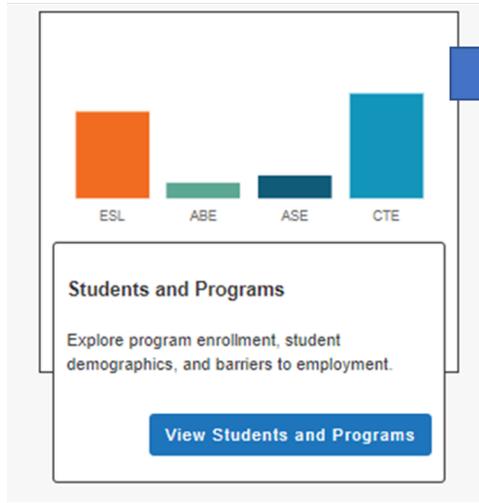
Each tile has a live graphic and corresponds to a component of student journey.

This tile helps practitioners look at enrollment and the characteristics and enrollment patterns of students.



# Detailed Data

## *How Many Learners Became Participants?*



**Students and Programs**

Explore program enrollment, student demographics, and barriers to employment.

[View Students and Programs](#)

Home Summary **Detailed Data**

**Students and Programs**

- Programs
- Demographics
- Barriers to Employment
- Enrollment

**Total Reportable Individuals**

Total Valid Enrollment

Students with 1 to 11 Instructional Contact Hours

Students with 12+ Instructional Contact Hours (Participants)

Students Who Received Services

Students with an Enrollment Who Received Services

Students Without an Enrollment Who Received Services

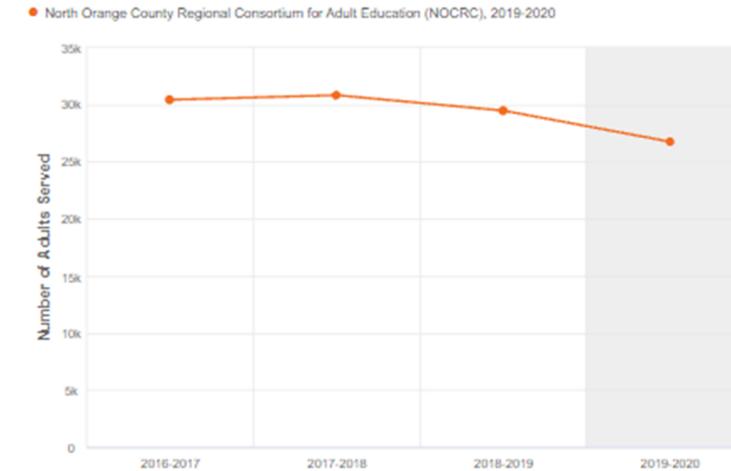
- Co-Enrollment

### Total Reportable Individuals

The unduplicated count of adults (reportable individuals) who received any services and/or were enrolled in any adult education or noncredit program with at least one hour of instruction.

DRILL DOWN: Time Trend

STUDENT TYPE: All



# Disaggregation for more detailed information

Most progress, transition, completion, and employment metrics can be disaggregated by population and program

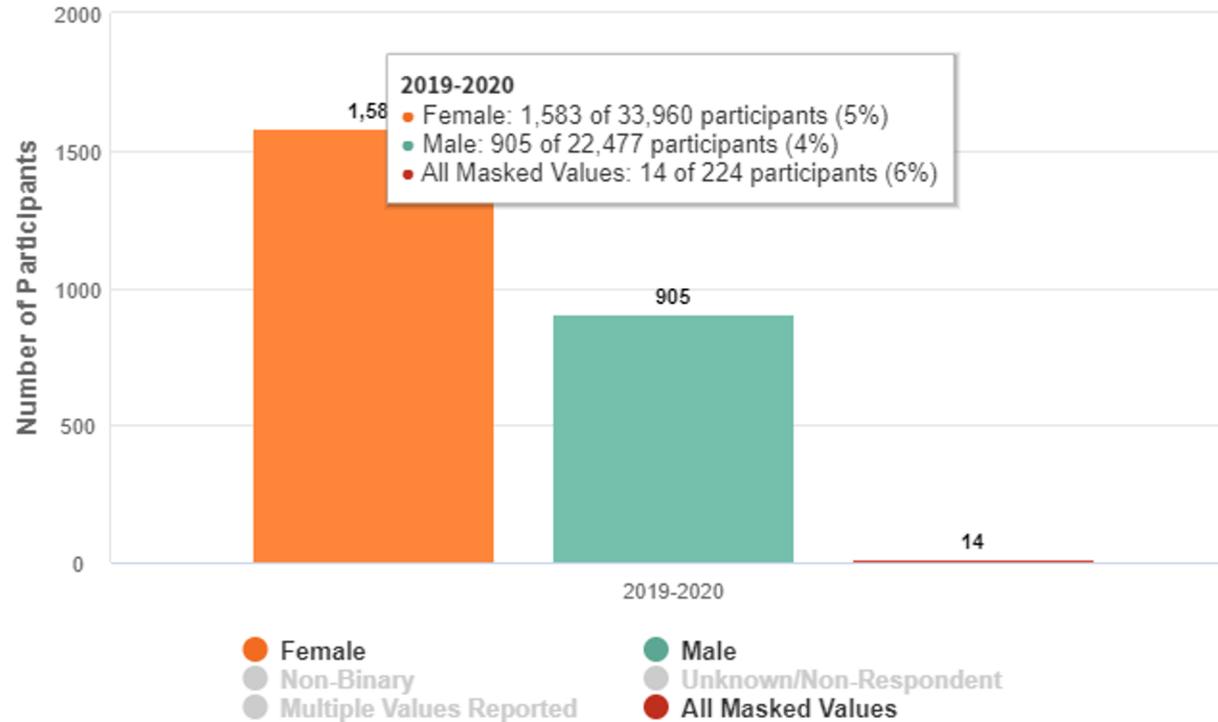
Among all participants, the number who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in a noncredit career education or workforce preparation course in the selected year. [?](#)

DRILL DOWN: Gender

PROGRAM TYPE: ASE

STUDENT TYPE: Returning or Continuing

Statewide, 2019-2020



# Digging Into Equity

*What is the demographic makeup of participants?*

## Students and Programs

- ▼ Programs
- ▼ Demographics
- ▼ Barriers to Employment
- ▲ Enrollment

Total Reportable Individuals

Total Valid Enrollment

Students with 1 to 11 Instructional Contact Hours

**Students with 12+ Instructional Contact Hours (Participants)**

Students Who Received Services

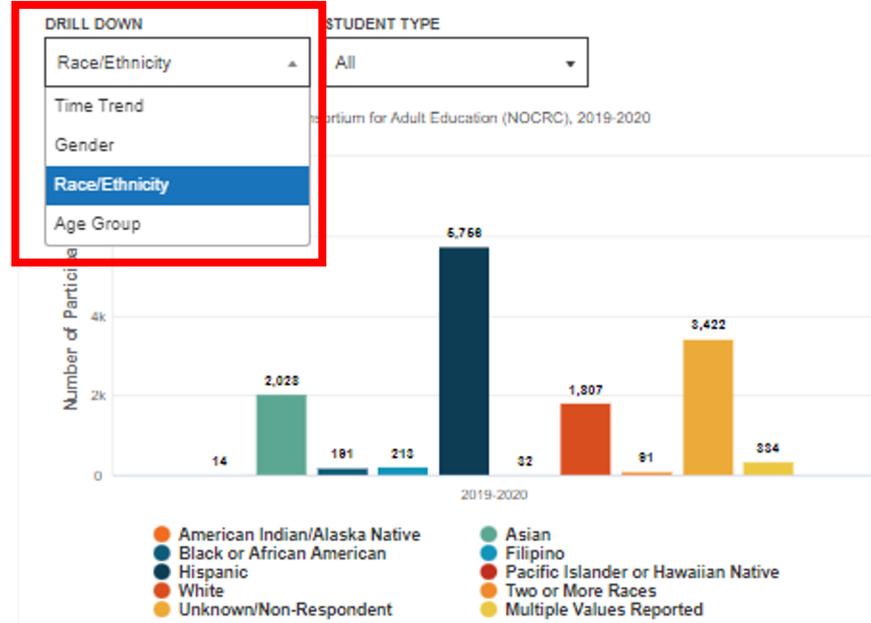
Students with an Enrollment Who Received Services

Students Without an Enrollment Who Received Services

- ▼ Co-Enrollment

## Students with 12+ Instructional Contact Hours (Participants)

Among all adult education students, the unduplicated count of participants who enrolled in a recognized adult education program and who had 12 or more hours of instruction in the program year except for students enrolled in Spring 2020 where only enrollment in a recognized adult education program is required. ?



You may want to compare to your local demographics to see if there are possible learners you are missing: [CAEP Fact Sheets](#)

# Who Is Making Transitions?

Statewide 
  Region 
  Consortia 
  CC District

Institution:

Academic Year:

**VIEW**

[Export Data to CSV](#)

**DETAILED DATA COMPARISON**

**14% to ASE**

**21% to Postsecondary**

**Transition**

Learn about student transition into postsecondary education and college credit pathways.

**View Transition**



**Transition**

- Transitioned to ASE
- Transition to Postsecondary
- Transition to CTE
- Transition to Non-Developmental Credit College Course
- Completed 6+ College Credit Units
- Community College GPA 2.0 or Higher
- Enrolled In Adult Ed after Taking College Credit Course
- Top Five Institutions for ESL, ABE and ASE Participants Who Transition to Postsecondary

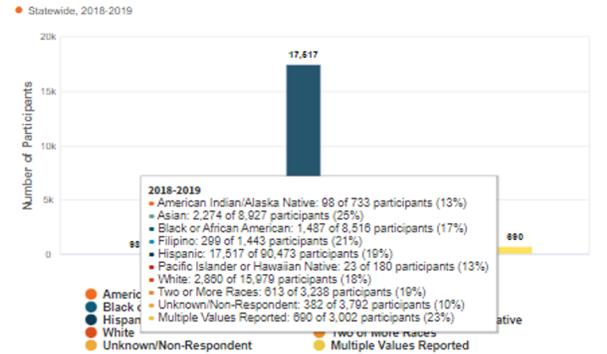
## Transition to CTE

Among all ESL, ABE and ASE participants, the number who transition by enrolling in either a K12 adult education or community college noncredit or credit CTE course for the first time at any institution within the selected or subsequent year.

DRILL DOWN: Race/Ethnicity

PROGRAM TYPE: ASE

STUDENT TYPE: All



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System



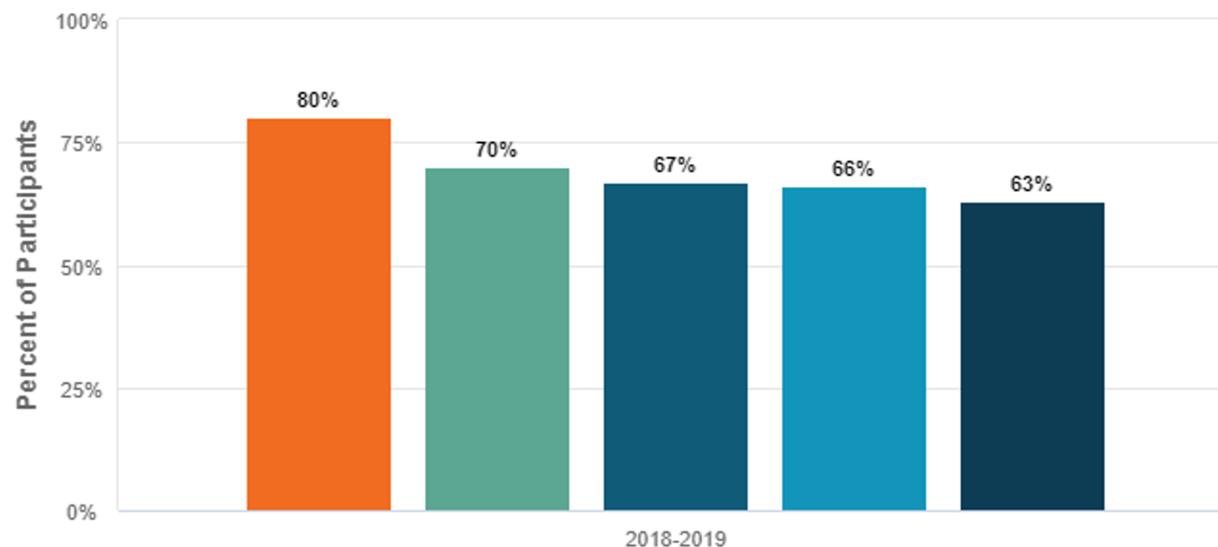


# Top Five Charts

## Top Five Institutions for Employment Four Quarters After Exit

Among all exiting participants, the top five institutions with the highest proportion of participants who were employed four fiscal quarters after exiting adult school. [?](#)

● Statewide, 2018-2019



- Lake County Office Of Education- Mendocino-Lake
- Temple City Unified School District
- Santa Paula Unified School District
- Mendocino County Office of Education
- Galt Adult Education



# Tool Tips

## Participants in English as a Second Language (ESL)

Among all participants, the number of participants in programs that provide instruction in the English language to adult, non-native English speakers with varied academic, vocational, citizenship, and personal goals. 

### DRILL DOWN

Time Trend

● Statewide,

300k

250k

The number of Participants in who enrolled in English language programs that provide instruction to adult, non-native English speakers for the Academic Year selected in the dashboard.

This is the number of Participants who have received 12 or more hours of services, and enrolled in an English as a second language program. These participants may have varied academic, vocational, citizenship, and personal goals, in addition to increasing their English language skill.



# Detailed Data Comparison Feature



Statewide  Region  Consortia  CC District

East Bay

Institution

All

Academic Year

2019-2020

**● DETAILED DATA COMPARISON**

Statewide  Region  Consortia  CC District

Greater Sacramento

Institution

All

Academic Year

2019-2020



### Export Consortium Data

Download data from the Pipeline interface. Click on this tile to access the download page.

[View Export](#)



# Export Feature

E	F	G	H	I	J	K	L	M	
title	description	source	category	level	program	enrollment	type	disaggregation	subgroup
Overall Report	The undu	CASAS TOPS	Enterprise	Ch	All	All	Overall	Overall	
Overall Report	The undu	CASAS TOPS	Enterprise	Ch	All	First Time	Overall	Overall	
Overall Report	The undu	CASAS TOPS	Enterprise	Ch	All	Returning	Overall	Overall	
Students	Among all	CASAS TOPS	Enterprise	Ch	All	All	Overall	Overall	
Complete	Among all	CASAS TOPS	Enterprise	Ch	All	All	Overall	Overall	
Complete	Among all	CASAS TOPS	Enterprise	Ch	All	First Time	Overall	Overall	
Complete	Among all	CASAS TOPS	Enterprise	Ch	All	Returning	Overall	Overall	
Complete	Among all	CASAS TOPS	Enterprise	Ch	ABE	All	Overall	Overall	
Complete	Among all	CASAS TOPS	Enterprise	Ch	ABE	First Time	Overall	Overall	
Complete	Among all	CASAS TOPS	Enterprise	Ch	ABE	Returning	Overall	Overall	
Complete	Among all	CASAS TOPS	Enterprise	Ch	ASE	All	Overall	Overall	
Complete	Among all	CASAS TOPS	Enterprise	Ch	ASE	First Time	Overall	Overall	
Complete	Among all	CASAS TOPS	Enterprise	Ch	ASE	Returning	Overall	Overall	
Complete	Among all	CASAS TOPS	Enterprise	Ch	ESL	All	Overall	Overall	



# What's coding got to do with it?



# Accurate Coding Ensures More Reliable Results

Engage with research and / or consortium staff to review definitions in the Metric Definition Dictionary.



CC Noncredit Programs:

- Know how students get counted as reportable individuals (AE 200) and participants (AE 202)
- Review your noncredit course category codes (CB22)
- While CB22 is important, metric definitions are based on *more than* CB22 (hint: TOP Codes matter too!)



# Example from COCI

COLLEGE	TITLE (CB02)	STATUS	NONCREDIT CATEGORY (CB22)	TOP CODE (CB03)
College 1	Computers & You Level 3	Active	I	0701.00* Information Technology, General
College 2	COMPUTER BASICS	Active	H	0701.00* Information Technology, General
College 3	Computer Keyboarding	Active	C	4930.62 Secondary Education (Grades 9-12) and G.E.D.

Attend upcoming webinar on changes in definitions for the most up to date information on AEP 5.0 definitions

**Noncredit (CB22)**

- ✓
- A - English as a Second Language (ESL)
- B - Citizenship for Immigrants
- C - Elementary and Secondary Basic Skills**
- D - Health & Safety
- E - Courses for Persons with Substantial Disabilities
- F - Parenting
- G - Home Economics
- H - Courses for Older Adults**
- I - Short-term Vocational**
- J - Workforce Preparation
- Y - Credit Course

**Basic Skills (CB08)**

**Transfer Status (CB05)**

**TOP Code (CB03)**





# Adult Education Pipeline Resources

# Resources

- CAEP Webinars
- How To Guides, Data Dictionaries, Infographics
- WestEd Staff
  - Email
  - Institution or Regional Training
  - Check ins

## The AEP Dashboard Overview

At the top of the page, use **filters** to focus your data exploration. Each topic tile below provides a summary of **data visualization** and **links** to dig deeper into that particular set of metrics.

**Filters**  
Use filters to compare your institution to other institutions from the state and other groupings.

**Topic Tiles**  
**TIP** Hover over each chart to see more details.

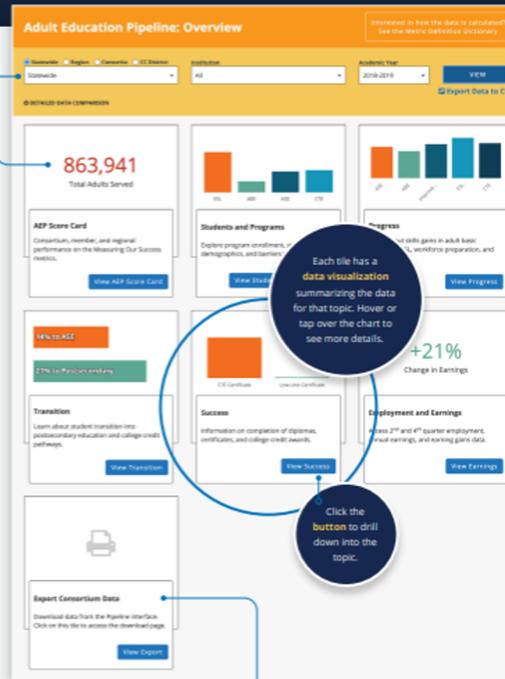
**AEP Score Card**  
A snapshot of the metrics that are reported to the legislature for Adult Education in California.

**Students and Programs**  
Provides information on CAEP program enrollment, student demographics, barriers to employment, and enrollment in instructional hours and receipt of services. These metrics offer valuable information on who is or is not enrolling in your program, what targeted services they might need, and retention levels according to WIOA Title II.

**Progress**  
Pays attention to skills progression, milestones gained, persistence rates, continuation to transfer-level courses, and time to completion of transfer-level courses. These metrics can provide insights on how well learners are doing in gaining literacy and numeracy skills, workplace skills, and completion of civic engagement goals. The time to completion measures help identify the rate at which learners are successfully completing the next step in their educational journey.

**Transition**  
Focuses on possible next steps on a student's educational journey. These metrics range from transitioning into CTE, Postsecondary (credit or noncredit) courses, and include success measures, such as unit completion, GPA, and return to Adult Education courses.

**Achievement**  
Certifies credentials, awards, certificates, and degrees earned. These awards include High School Equivalency, Adult High School Diploma, CTE certificates, Low- and High



Credit credentials, and associate degrees.

### Employment and Earnings

Provides information on employment, wage gains, as well as a metric that compares earnings to living wages in your region. Metrics include learners' employment status two and four quarters after exiting an adult education program. These metrics include only those learners who have

an SSN and a match in the California EDD Unemployment Insurance wage files.

### Export

#### Export Consortium Data

Consortia can export their data as a .CSV/E sheet to explore their data tailored to need and questions outside the scope of the AEP

# Resource Library

- CAEP Adult Education Pipeline Dashboard Coding Guide
- The AEP Dashboard Overview
- Guide to Using the Adult Education Pipeline Data for Insights
- Adult Education Pipeline FAQ



What's in the MDD	
Section	Topics
Data Definitions	<ul style="list-style-type: none"> <li>• Data points</li> <li>• Institutions</li> <li>• Displays (e.g., Disaggregation, Drilldown, Comparisons)</li> <li>• Limitations or Caveats</li> </ul>
Key or Source Documents	<ul style="list-style-type: none"> <li>• Agency Crosswalk (Region, District, Consortia, Institution, Agency Code)</li> <li>• Living Wage</li> </ul>
All Metrics	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Related metrics               <ul style="list-style-type: none"> <li>• <i>COMIS</i></li> <li>• <i>CASAS TOPSpro Enterprise</i></li> </ul> </li> <li>• Calculations</li> <li>• Notes</li> </ul>

# Metrics Definition Dictionary (MDD)



# Adult Education Pipeline Dashboard

<https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx>



# Questions & Discussion



# Upcoming Webinars

## Individual Webinar Opportunities

4/1/2022	AEP 5.0: Get Ready for AEP 2021: New Features and Updates to the Adult Education Pipeline Dashboard
5/10/2022	Adult Education Pipeline Data for Continuous Improvement and 3 Year Planning
6/9/2022	Adult Education Pathways Through Education to Workforce

## Two Session Professional Development Opportunities

4/5/2022 & 4/28/2022	Part I & 2: Using Adult Education Pipeline Data, CAEP Fact Sheets, and other Data Resources for Three-Year Planning
5/5/2022 & 5/17/2022	Part I & 2: Exploring Equity in CAEP Programming using AEP Dashboard Data and other Data Tools
6/14/2022 & 6/28/2022	Part I & 2: Creating Career Pathways Using the Updated Adult Education to Workforce Dashboard Tool



# Thank You!



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